

# MRS. SPIELMANN'S 2ND GRADE

## Lesson Plans for Week of Oct 22-26, 2012

	DOL,Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - Art	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - P.E.	Oral & Silent Rdg: Apples for Sheep and Goat; Country Show
N	Spelling: long vowels, o, oa, ow)		Students will review information
D	Challenge words in dict. Sentence		on KWL; finish a story map;
A	Phonics Charts-# 19-20 titled:		Genre study & Guided Rdg. Group
Y	Gentle Cow; Cowscape		Daily 5: Read to Self, Read to
	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Daily Oral Language		Works, Work on Writing
	Character Education Word:		CAFE components
	Respect		
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: Rooster's Sore
E	Spelling:long vowels: o, oa, ow)		Throat; Down on the Farm
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	Phonics Chart - #19-20 Titled:		characters; settings, sequence
A	Gentle Cow; Cowscape		events, predict author's message
Y	Flash Card Drill of Sight Words		Daily 5: Read to Self, Read to
	Character Education word:		Someone, Listen to Reading, Word
	Respect		Works, Work on Writing; CAFE Comp.
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
W	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Guided Reading & Oral Rdg.
E	Attendance, Daily Oral Lang.	9:20-9:50 - P.E.	The Golden Goose
D	Spelling long vowels: o, oa, ow		Events, predict author's message
N	Challenge words in dict. Sentence		the narrative & intended audience
S	Phonics Chart -# 19-20 titled:		Describe how setting is
D	Gentle Cow; Cowscape		conveyed & similarities. Daily 5: Read
A	Flash Card Drill of Sight Words		to Self; Read to Someone, Listen
Y	Character Education word:		to Reading, Word Works, Work on
	Respect		Writing; CAFE Components
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library	The Day in a Life of a Fish
U	Spelling long vowels: o, oa, ow		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	Phonics Chart # 19-20 Titled:		the author's message of the story.
D	Gentle Cow; Cowscape		Daily 5: Read to Self, Read to
A	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
Y	Character Education word:		Works, Work on Writing
	Respect		CAFE components
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - P.E.	Forget It!
R	Spelling long vowels: o, oa, ow		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in

D	Phonics Chart #17-18 Titled:		complete, coherent sentences.
A	Bat Habits; Night Creature		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Respect		CAFE components

### CURRICULUM OBJECTIVES:

<u>Math Objective:</u> Students will learn how	adding three digit numbers and working with tens and ones.
<u>Shared Reading Objective:</u>	: Use appropriate listening skills, as well as identify complex and irregularly
<u>Spelling Objectives -</u>	long vowels: o, oa, ow
<u>Oral Language Objective:</u> Practice Speaking and listening skills.	
<u>Science Objective:</u> Students will understand	how animals live in the Woodland Forest
<u>SuccessMaker Objective:</u> Use targeted practice and interventions on the computer in reading and math for each stu	
<u>Guided Reading Objective:</u> Find author's message in a story; describe how setting is conveyed; review KWL chart	
<u>Explicit Oral Language Objective:</u> Oral	reading and discussion using poetry books and News Books
<u>Weekly Reader Objective:</u> students	animals that are nocturnal
<u>Social Studies -</u> Students will learn about	about how to read a map and find locations on a map.

### STATE STANDARDS:

<u>Reading Standards: Indicator 1-</u>	Students can recognize & analyze words; Indicator 2: Students can comprehend
<u>Writing Standards: Indicator 1:</u>	Students can apply the writing process to compose text.
<u>Listening and Viewing Standards: Indicator 1:</u>	Students are able to use various listening & viewing strategies in social
<u>Math Standards: Indicator 1:</u>	Use procedures to transform algebraic expressions.
<u>Science Standards: Indicator 1:</u>	Understand the nature and origin of scientific knowledge.
<u>Social Studies Standards: Indicator 1:</u>	Analyze U.S. historical eras to determine connections & cause/effect relationships
<u>Technology Standards: Indicator 1:</u>	Students recognize & demonstrate skills in operating technological systems.

### COMMON CORE STANDARDS:

<u>Language Arts:</u>	Ask who, what, where, when, why, and how questions for understanding; discuss
<u>Mathematics:</u>	Extend understanding of base ten system; understand models of addition and
<u>Reading</u>	Ask who, what, where, when, why, and how questions for understanding; discuss
<u>Writing:</u>	Write Opinion pieces in which they introduce the topic or book they are writing
<u>Speaking and Listening:</u>	Participate in collaborative conversations with diverse partners and 2nd grade
<u>Language Arts:</u>	Participate in collaborative conversations with diverse partners
<u>Math</u>	Make sense of problems and work on tables and graphs and daily reasoning
<u>Technology Standards:</u>	Select from several teacher-directed internet sites to locate information.
<u>Social Studies Standards:</u>	Analyze U.S. Historical eras to determine connections and cause and effect relationships
<u>Science Standards</u>	Make a timeline to indicate the life cycle of an insect. Use scientific thinking to

<b>Poetry/Ch.Ed.</b> 11:30-11:35 Explicit Oral Language on various current topics . Read Aloud Poems with Skill Building Lessons.	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> <u>12:35-12:55</u>	<b>SuccessMaker/Study Island</b> <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<b><u>Poetry/Ch.Ed.</u></b> 11:30-11:35  Character Education activities on using Respect and being respect. Read Aloud Poems	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker/Study Island</b> 12:55-1:15  Self-paced interactive courseware in content areas of reading and math in the computer lab at each students' individual level.
<b><u>Poetry/Ch.Ed.</u></b> 11:30-11:35 Explicit Oral Language on various current topics. Read Aloud Poems With Skill Bldg. Lessons	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker/Study Island</b> 12:55-1:15  Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<b><u>Character Ed.</u></b> 11:30-11:35  Students will be learning about ways to be respectful Read Aloud Poems with Skill Bldg.	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker/Study Island</b> 12:55-1:15  Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<b><u>Character Ed.</u></b> 11:00-11:15 Explicit Oral Language on various	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker/Study Island</b> 12:55-1:15  Self-paced interactive courseware in

current				content areas of reading
Character Ed.				and math in the computer
Read Aloud				lab. at each students' individual
Poems with				level.
Skill Building				
spelled words.				
idents level.				
&; characters & plot				
and familiar texts.				
cial, academic, and occupationsl situations.				
ships in reference to chronology.				
tinguish long and short vowels				
tinguish long and short vowels				
ng about				
le topics				
on language arts topics				
relationships				
skills of observing.				

<u><b>Math</b></u> <b>1:15-2:00</b> Pg.113-114 Students will be learning about addition strategies and daily reasoning. Promethean Practice Enrich.7.1.5students will solve problems from words <b>Problem of the Day.</b> <b>Mad Minute Tests; CGI Problems</b> <b>Flash card drill of add. Facts</b> <b>Students will use algebra concepts to solve equations.</b>	<u><b>Poetry</b></u> <b>1:55-2:00</b> Oral reading and discuss. of explicit oral language using poetry books. Moral instructions	<u><b>Recess</b></u> <b>2:00-2:15</b>	<u><b>Creative Writiing</b></u> <b>2:15-2:30</b> Students will be composing various stories to enhance the importance of learning various writing skills.	<u><b>RTI</b></u> <b>2:30-3:00</b> <b>(Response to Intervention)</b> Students will learning about story on line stories.
<u><b>Math</b></u> <b>1:15-2:00</b> Pg.115-116. Student will be working with counting on for sum Practice Enrichment:Promethean 7.2 for reteach and practice. <b>Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math.</b>	<u><b>Poetry</b></u> <b>1:55-2:00</b> Students will read and understand various forms of poetry.	<u><b>Recess</b></u> <b>2:00-2:15</b>	<u><b>Creative Writiing</b></u> <b>2:15-2:30</b> Students will be composing various stories to enhance the importance of learning various <b>writing skills.</b>	<u><b>RTI</b></u> <b>2:30-3:00</b> <b>(Response to Intervention)</b> Students will work on reading to someone
<u><b>Math</b></u> <b>1:15-2:00</b> Pg.117-118 Students will be learning about doubles & +one 7.3 for reteach with practice. and problem solving. <b>Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems</b>	<u><b>Poetry</b></u> <b>1:55-2:00</b> Oral reading and discuss. of explicit oral language using poetry books.	<u><b>Recess</b></u> <b>2:00-2:15</b>	<u><b>Shared Rdg./Spell.</b></u> <u><b>Rhyme Charts/RTI</b></u> <b>2:30-3:00</b> Involved sharing of <b>spelling &amp; rhyme</b> charts and books. Students will look up spelling words in dictionary.	<u><b>RTI</b></u> <b>2:30-3:00</b> <b>(Response to Intervention)</b> Students will be work on Story Sparkers.
<u><b>Math</b></u> <b>1:15-2:00</b> Pg. 119-120. Students will be working with making a ten problem solving & daily reasoning 7.4- Enrichment. Promethean Problem of the Day. <b>Mad Minute Tests. CGI Problems</b> <b>Flash card drill of add. facts.</b> <b>Using problem solving skills</b>	<u><b>Poetry</b></u> <b>1:55-2:00</b> Students will read and understand various forms of poetry.	<u><b>Recess</b></u> <b>2:00-2:15</b>	<u><b>Shared Rdg./Spell.</b></u> <u><b>Rhyme Charts/RTI</b></u> <b>2:30-3:00</b> Involved sharing of spelling & rhyme charts and books. Students will use list words in sentences.	<u><b>RTI</b></u> <b>2:30-3:00</b> <b>(Response to Intervention)</b> Students will be work on Comprehension and Fluency.
<u><b>Math</b></u> <b>1:15-2:00</b> Pg121-122. Students will be learning about adding three numbers Pract. & Enrich. 7.5 Promethean	<u><b>Poetry</b></u> <b>1:55-2:00</b> Oral reading and discuss. of explicit	<u><b>Recess</b></u> <b>2:00-2:15</b>	<u><b>Shared Rdg./Spell.</b></u> <u><b>Rhyme Charts/RTI</b></u> <b>2:30-3:00</b> Involved sharing of spelling & rhyme	<u><b>RTI</b></u> <b>2:30-3:00</b> <b>(Response to Intervention)</b> Students will be

[illegible]

**Science/S.Studies**

**Weekly Reader/JA**

3:00-3:25

Science-pg.A42-A50

Students will be

learning about how  
animals get ready for  
winter.

**Weekly Reader-**

We will be learning about  
why bones are important.

**[Dismiss - 3:30](#)**

**Social Studies - Pg 66-69**

3:00-3:25

Students will learn  
about the functions  
of a government.

Students will create  
a word web about  
government ideas.

**[Dismiss - 3:30](#)**

**Weekly Reader- 3:00-3:25**

Students will learn about  
what animals are  
awake after dark.

Use Promethean Board  
for learning about  
animal habitats and  
interactive flip charts.

**[Dismiss - 3:30](#)**

**Weekly Reader - 3:00-3:25**

Students will make  
posters in small groups  
depicting all kinds  
of life cycles.

We will find various  
life cycles on the  
Promethean Board

**[Dismiss - 3:30](#)**

**Weekly Reader-3:00-3:25**

Students will be learning  
about the life cycle of  
plants and various  
animals. Students will work

**in groups to work together. The students will then share their findings to the class.**

**Dismiss - 3:30**